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ABSTRACT

Coordinated Vocational Academic Education (CVAE) is offered at three middle schools in the Fort Worth Independent School District, Texas. Courses in automobile mechanics, cosmetology, and home and community services are provided for potential dropout students who meet specific criteria: (1) low achievement; (2) inadequate communication skills; and/or (3) social or emotional problems which interfere with performance. This evaluation studies three student cohorts (CVAE classes of 1980-81, 1981-82, and 1982-83) to assess CVAE impact on survival rate (students remaining in school) and attendance, academic achievement, citizenship, and market demand for skills developed. Findings indicate that the 132 CVAE students on the whole show positive changes in grade point averages, Iowa Tests of Basic Skills (ITBS) scores, and citizenship marks during the program year. A large percentage of students in classes from 1980 to 1983 have enrolled for the 1983-84 school year. There was no improvement in attendance. Salability of skills is adequate. Some impact may be lost due to lack of ninth grade follow-up programs. Appendices contain six tables showing average percent attendance; grade point averages for math, English, science, and social studies; and principal comments on the CVAE program. (BS)

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ED257849

FORT WORTH INDEPENDENT SCHOOL DISTRICT
FORT WORTH, TEXAS

COORDINATED VOCATIONAL ACADEMIC EDUCATION

1980 - 1983

DEPARTMENT OF RESEARCH AND EVALUATION

TM 850 290

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FORT WORTH INDEPENDENT SCHOOL DISTRICT

COORDINATED VOCATIONAL ACADEMIC EDUCATION

1980 - 1983

Sandra Tees
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Helen Abadzi

Dan Powell, Director
Department of Research and Evaluation

Richard Benjamin, Associate Superintendent
Division of Planning and Development

March 14, 1984

ADMINISTRATIVE SUMMARY

COORDINATED VOCATIONAL ACADEMIC EDUCATION
1980 - 1983

Owners Code:	224/724	Cost Per Pupil:	$1015.08
Cost of Program:		Funding Source:	
Local	27,709.51	Local	20.6%
State/Federal	106,281.80	State/Federal	79.4%
Total	$133,991.31	Schools:	3 (J. P. Elder, Forest Oak, Rosemont Middle Schools)
Number of Pupils:	132		
Staff:	5 Teachers		

DESCRIPTION: Coordinated Vocational Academic Education (CVAE) is offered at three middle schools: Introduction to Automobile Mechanics and Introduction to Cosmetology are taught at J. P. Elder and Forest Oak, with one teacher per course per school. Home and Community Services is offered at Rosemont with one teacher. Each teacher conducts two classes per day. Each class serves a maximum of 15 students and lasts for a two hour period. Classes consist of approximately one hour of lecture/discussion and one hour of hands-on laboratory experience. Specialized counseling is provided when needed.

POPULATION SERVED: To be eligible, students must be or become 14 years of age before or during the program year and have one or more of the following special needs: 1) poor academic achievement (one or more grade levels behind), 2) inadequate communication skills, and 3) social/emotional problems which interfere with performance (negative self-image, lack of motivation to learn as evidenced by inappropriate behavior in school). Of the students served, 77 percent qualified on the basis of academic deficits; 23 percent qualified on the basis of other school related problems.

OBJECTIVES: This program is designed to encourage disadvantaged students to 1) remain in school, 2) develop potentially salable skills, and 3) to provide a course in which they can feel successful and improve skills in math, language arts, social studies, and science.

RESEARCH FINDINGS: CVAE students on the whole showed positive changes in grade point averages, ITBS scores, and citizenship marks during the program year. A large percentage of students in classes from 1980 to 1983 have enrolled for the 1983-84 school year. Attendance showed no improvement. Salability of skills was judged adequate. Some impact may be lost due to lack of follow-up programs in ninth grade. Eligibility requirements are global in nature.

CONCLUSIONS: These are effective programs which are meeting a critical need in the middle school curriculum.

RECOMMENDATIONS: 1) Consider expansion of the programs into the ninth grade of high school. 2) Consider expansion of the programs to other middle schools. 3) Provide additional training for teachers in motivation and counseling. 4) Emphasize increased attendance. 5) Consider finer definition of eligibility requirements.

Program Manager: Dr. Bettie Herring
Evaluator: Sandra Tees
Research and Evaluation
Date: March 14, 1984

COORDINATED VOCATIONAL ACADEMIC EDUCATION (CVAE)

1980 - 1983

WHAT IS THE PURPOSE OF CVAE?

The CVAE programs are designed to serve students who might otherwise drop out of school. These potential early leavers would have limited academic skills and no means of support. The objective of the CVAE curricula is to provide instruction on whatever level a student is capable of functioning, allowing him/her to experience success in school and, at the same time, learn skills which may be useful in a job.

The assumptions underlying this program are:

1) Development of competence in one area of academic work and daily experience of success in a classroom will enhance both self-esteem and overall adjustment to the school environment, thus decreasing the likelihood of early withdrawal.
2) Coursework in CVAE will provide practical experience in use of language arts, math, science, and social studies, and should enhance academic progress in these areas.
3) Experience in CVAE will provide job skills which will be useful in a high school vocational program, after school work, or in the event of early withdrawal, a full time job.

HOW ARE TARGET STUDENTS IDENTIFIED?

To be eligible, students must be or become 14 years of age before or during the program year and have one or more of the following special needs: 1) poor academic achievement (one or

more grade levels behind), 2) inadequate communication skills, and 3) social/emotional problems which interfere with performance (negative self-image, lack of motivation to learn as evidenced by inappropriate behavior in school). The large majority of these students are eighth graders, although some few seventh grade students have been allowed to enroll. Of the students served, 77 percent qualified on the basis of academic deficits (failing grades in the previous year). School personnel have given assurances that the remaining 23 percent did in fact qualify with respect to other school related problems (social/emotional factors).

HOW IS THE CVAE PROGRAM IMPLEMENTED (OPERATIONAL DESIGN)?

Coordinated Vocational Academic Education (CVAE) is offered at three middle schools: Introduction to Automobile Mechanics and Introduction to Cosmetology are taught at J. P. Elder and Forest Oak, with one teacher per course per school. Home and Community Services is offered at Rosemont with one teacher. Each teacher conducts two classes per day. Each class serves a maximum of 15 students and lasts for a two hour period. Classes consist of approximately one hour of lecture/discussion and one hour of hands-on laboratory experience. Specialized counseling, including occupational aptitude and psychological testing, is provided when needed.

By state mandate each teacher conducts two classes per day with each class serving a maximum of 15 students and lasting for a two hour period.* Classes consist of approximately one hour of

*Forest Oak began providing three classes of one and one-half hours each in the fall of 1983 to accommodate the 7 period class schedule.

lecture/discussion and one hour of hands-on laboratory experience. Specialized counseling, including occupational aptitude and psychological testing, is provided when needed.

Introduction to Automobile Mechanics. Auto mechanics introduces students to light auto repair, small gasoline engine repair and elementary welding tasks. A student finishing this course should be able to work in the repair shop of a service station.

Introduction to Cosmetology. With courses at J. P. Elder and Forest Oak, cosmetology students are given an introduction to many areas of work within this field: bacteriology and the need for proper sanitation procedures; nail, hair, and skin structure; manicuring, shampooing, hair styling, makeup, and working with clients. At Elder, a "fitness club" within this program gives students an opportunity to understand the need for exercise and care of the whole body. At Forest Oak, emphasis is placed on appropriate grooming, posture, and attention to dress. Students completing this course should be able to work as cosmetics sales persons or clean-up persons in beauty salons.

Home and Community Services. This course is offered at Rosemont Middle School. The primary emphasis here is on nutrition, the planning and preparation of meals, kitchen clean-up, and maintenance of kitchen equipment. In addition, the Rosemont CVAE teacher uses both class time and off-period times to tutor students in a variety of academic areas. This teacher acts as liaison between her students and their regular teachers. Students completing this class should be able to work in the area of food preparation either at home or in a paying job.

WHAT DOES A CVAE STUDENT MISS IN THE REGULAR CURRICULUM?

CVAE students usually get only one semester of science and physical education. If reading is required, a student may miss science. Middle school science requirements, however, are usually met prior to the eighth grade year.

WHAT IMPACT DOES CVAE HAVE ON STUDENTS?

Four variables relate directly to CVAE goals:

a) survival rate (students remaining in school) and attendance,
b) achievement,
c) citizenship, and
d) market demand for skills developed.

Three cohorts were studied: CVAE classes of 1980-81, 1981-82, 1982-83. Class rolls for Forest Oak cosmetology classes in the 1981-82 cohort were not recoverable.

Survival rate/attendance. Table 1 shows percent attendance for the eighth grade program year, and for the two years prior to the program for each cohort. Table 2 shows the percent of students from each cohort who enrolled in school for the 1983-84 school year. In addition, Table 2 shows enrollment for a sample of Non-CVAE students from J. P. Elder who were eighth grade students in the 1980-81 school year. This sample was obtained by pairing each CVAE student with a non-CVAE student of the same sex and with the same ITBS subtest scores in reading and math. It should be noted that the sample group was a very approximate match and would have been less in need (disadvantaged) than the CVAE group (since the sample group was not enrolled in CVAE).

While CVAE students do not attend more days of school during their program year, they do stay in school. One year after the program, between 85 to 94% of the students return to school. Two years after the program, between 78 to 85% of the students return. In the third year following the program, only 61% return, but the 56% return of the comparison group of students indicates that this percentage is, in fact, a positive mark for the CVAE program. The fact that number of days attended tends to decrease during the program year is a matter for concern.

Achievement. Two measures of academic achievement were collected for each cohort: grade point averages and ITBS subtest scores for math, science, social studies, and English. Reading and composite scores of the ITBS were also collected. For each conort, grades were collected for sixth through eighth grade years; ITBS scores were collected for the seventh grade year through the spring of 1983. As previously indicated, a matched sample was drawn for the 1980-81 cohort at J. P. Elder. ITBS data were compiled for this sample as well. Achievement data are shown in Tables 3 through 6. More extensive information is presented in appendix tables.

Students in CVAE courses do not make high grades, averaging between a C- to a D+. However, if one examines changes in grade point averages (GPA) from sixth to seventh grades and compares these changes with those from seventh to eighth grades, it is apparent that these students' grades changed for the better during their CVAE program year. Prior to the program, from sixth to seventh grades, changes were more likely to be negative.

Subtest scores of the ITBS also reflect depressed levels of academic performance. Again, changes in percentiles for five subtests and composite scores are, for the most part, positive from grades seven to eight. From grades eight to nine, however, the majority of percentile changes are negative. From grades nine to ten, the majority of changes (1980-81 cohort only) are positive. Since the standardized test changes in form from the eighth to ninth grade years, it is not clear whether the negative ninth grade results are real or an artifact of the test. It is clear that during the year of the program, changes from the previous year's standardized test results were positive.

A comparison of standardized test scores for CVAE versus non-CVAE students in a matched sample shows higher scores for the sample. The high loss of sample students, with the more successful students remaining, may account for this discrepancy. Again, since the non-CVAE students were not chosen for the program, it was to be expected that academic performance for this group would be better than that of CVAE students.

Citizenship: An excellent ("E") rating in citizenship is given for better than average class behavior. Table 7 shows the percentage of these marks earned two years prior to the program year and during the program year for each of the three cohorts.

Changes in percentages from sixth to seventh grade were predominantly negative; changes from seventh to eighth were primarily positive. It appears that during their program year, CVAE students did in fact show positive behavior changes sufficient to affect their citizenship grades.

Market demand for skills developed. The extent to which skills developed in CVAE are "salable" is a relevant variable, but was in large part beyond the scope of this study. Teachers, vocational counselors and administrators, and school administrative personnel judged skills developed in these classes to be useful in the job market. The auto mechanics and home and community services classes appear to provide more immediately marketable skills. Cosmetology is primarily an introduction to the high school cosmetology program, although personal management techniques gained should be useful in getting and keeping a job.

Summary: Program Impact. The CVAE program was effective during the past three years of operation. A large percentage of CVAE students stayed in school and showed improvement in behavior. Although grades and test scores were low (as expected), positive changes were found in both during the program year. Three areas of concern are 1) a trend toward declining daily attendance, 2) low grades and test scores, and 3) a possible trend toward declining test scores in ninth grade.

HOW DO PRINCIPALS AND TEACHERS REACT TO THE CVAE PROGRAM?

Both principals and teachers are quick to praise this program. (Principals' comments are shown in Table 6a of the appendix.) There is a consensus that the program helps youngsters develop greater self-esteem, that it keeps would-be dropouts in school, that it develops useful skills (both technical and interpersonal), and enhances academic performance. At Rosemont, the Home and Community Services program provides good lunches for teachers and visiting administrators and, as a

result, is a public relations asset for that school. A majority of school administrative personnel indicate that CVAE teachers are particularly caring individuals and sensitive to the needs of their students.

Principals cited three drawbacks to the program: a) no program in the ninth grade*, b) the exclusion of high achievers, and c) the need to drop science if reading is required. One principal felt that two planning periods were not needed. Two principals were comfortable with their teachers' use of this time.

Overall, principals and teachers felt the strengths of the program far outweighed the drawbacks. All personnel interviewed stressed the value of the program to students in their schools.

HOW DO STUDENTS REACT?

Observation of students in these programs suggests that attitude is a key factor. Student behavior in class, while not perfect, is indicative of a high level of interest and involvement. It was apparent to the evaluator/observer that the work done in these classes is taken quite seriously by both students and teachers. Students appeared proud of both the equipment available and their abilities to demonstrate skill in using that equipment.

*CVAE was first offered in the district 18 years ago in eighth and ninth grades of junior high school. When the middle school concept moved ninth grades into high school, the program was lost (due to lack of funding) at that level.

At Rosemont, the principal noted that his Home and Community Services program students frequently serve faculty lunches and, as a result, seem to be more comfortable in adult company. These students receive frequent positive responses from a variety of adults on the school staff. A math teacher at Rosemont noted that one CVAE student who had previously been unresponsive and shy was now able to converse easily with adults.

Overall, student reaction to this program is positive. Both classroom observation and staff comments support this conclusion.

WHAT ARE THE STRENGTHS/WEAKNESSES OF THIS PROGRAM DESIGN?

Strengths.

1) There is sufficient class time (two hours) to discuss, initiate, and complete a task in one class session.
2) The program does attract the at-risk student, the potential dropout.
3) Small class size allows more intensive student/teacher interaction, a known deterrent to the dropout syndrone.
4) CVAE teachers have two periods for planning. While teachers in two of the schools are involved in one hour of supervisory duties, at the third school (Rosemont), the CVAE teacher uses planning time to tutor students and act as a liaison between students and their regular teachers.

Weaknesses.

1) The program is not available in the ninth grade, leaving a one year gap in vocational programming for these students.

2) CVAE teachers are perceived by some mainstream teachers as having a lighter load (fewer students, less class time). This could potentially result in communication problems between CVAE and other teaching staff.

3) Cosmetology, because of strict state licensing laws, allows students to develop personally useful but not immediately marketable skills. Since the salability of skills is secondary to other program goals, this is not a major problem, but rather a deviation from the products of the other two CVAE programs.

4) Stated eligibility requirements tend to be global in nature and not useful in cases where, due to the limited resources, there are more students recommended for the program than can be served. This places a heavy burden on the professional judgment of school personnel.

WHAT CONCLUSIONS CAN BE DRAWN ABOUT THE VALUE OF CVAE PROGRAMS?

1) This program is an effective means of preventing school dropout. It is not an antidote to poor attendance.

2) Academic grades, although low, tend to improve during the year of the program.

3) Citizenship marks tend to improve during the year of the program.

4) Students develop salable skills in auto mechanics and home and community services classes. Skills developed in cosmetology class are less immediately/directly salable, but do stimulate personal development which should ultimately impact employment opportunities for these students.

5) Student reaction to this program is positive.

6) Administrator/teacher reaction to this program is highly positive.

7) Some program impact may be lost as a result of having no program in the ninth grade.

8) Use of planning period time varies with schools. There are indications that use of this time may be particularly important with respect to support of the program by regular teaching personnel.

Recommendations:

1) Consider expansion of these programs to the ninth grade of high school.

2) Consider expansion to other middle schools.

3) More attention/training should be given with respect to the vocational teacher as an academic advisor and motivator, and as a liaison with regular teaching personnel. The Rosemont program may provide a useful model.

4) Emphasis should be placed on increasing daily attendance rates.

5) Consider refining eligibility requirements so that:

   a) academic limits are clearly defined, and

   b) specific school related problems are stated in behavioral terms.

Table 1. Attendance: Average percent attendance over all programs by cohort for sixth through eighth grades.*

	Attendance: Percent by Grade		
Cohort (year)	6	7	8
1980-81	93.3	92.7	91.0
1981-82	92.1	91.9	91.4
1982-83	39.7	91.5	91.2

*See Table 1a. in the appendix for attendance by school and program.

Table 2. Survival rate: Percent of students returning to school for the 1983-84 school year.

Cohort	Percent of students returning for 1983-84	
	CVAE	Matched Sample, Non CVAE (#157, 80-81 Cohort)
1980 - 81*	60.6	53.1
1981 - 82**	85.4	
1982 - 83	88.4	

* Percent returning for the 1981-82 Year: 93.6
for the 1982-83 Year: 78.0

** Percent returning for the 1982-83 Year: 93.0

Table 3. Grade point average by grade and subject area for each cohort, for all CVAE programs.

Subject/ Cohort	Grade 6	Grade 7	Change from Previous Yr	Grade 8	Change from Previous Yr.
Math					
80-81	1.89	1.86	-	1.69	-
81-82	1.70	1.63	-	2.12	+
82-83	1.73	1.90	+	1.82	-
Science					
80-81	2.13	1.65	-	1.69	+
81-82	2.01	1.34	-	1.76	+
82-83	1.92	1.59	-	1.83	+
Soc. Studies					
80-81	2.34	1.69	-	1.80	+
81-82	1.22	1.41	+	1.65	+
82-83	2.07	1.53	-	1.78	+
English					
80-81	2.12	1.89	-	1.77	-
81-82	1.89	2.00	+	2.14	+
82-83	1.88	1.63	-	1.78	+

Table 4. Change: Summary of directions of changes in grade point average from sixth to seventh grades and from seventh to eighth grades.

Subject	Change from Gr.6 to Gr.7	Change from Gr.7 to Gr.8
Math		
80-81	-	-
81-82	-	+
82-83	+	-
Science		
80-81	-	+
81-82	-	+
82-83	-	+
Soc. Studies		
80-81	-	+
81-82	+	+
82-83	-	+
English		
80-81	-	-
81-82	-	+
82-83	-	+

Table 5. ITBS Scores in grade equivalents and percentiles for each cohort by subtest.

	Grade 7		Grade 8		Change	Grade 9		Change	Grade 10		Change
Math	GE	%	GE	%		GE	%		GE	%	
80-81	6.2	29	7.2	26	-	7.4	18	-	8.1	21	+
81-82	6.5	24	7.2	26	+	7.5	20	-			
82-83	6.6	26	7.3	27	+						
Science											
80-81	--	--	6.6	6		6.8	19	+	7.5	17-	-
81-82			6.7	7		7.1	21	+			
82-83	6.1	9	7.1	12	+						
Social Studies											
80-81	--	--	6.5	10		7.0	17	+	8.0	18	
81-82	--	--	6.7	12		7.2	18	+			
82-83	6.0	13	6.9	15	+						
English											
80-81	5.8	29	7.2	28	-	7.6	30	+	8.3	30	0
81-82	6.1	26	7.3	30	+	7.1	24	-			
82-83	6.2	27	7.3	30	+						
Reading											
80-81	5.8	26	7.1	26		7.1	18	-	7.7	19	+
81-82	5.8	19	7.1	26	+	7.0	17	-			
82-83	6.0	22	7.1	2[illegible]	+						
Comp											
80-81	5.9	25	7.1	23	-	7.3	18	-	8.0	18	0
81-82	6.1	20	7.1	23	+	7.3	18	-			
82-83	6.1	20	7.2	24	+						

Table 6. Matched Sample Comparison: 1980-81 CVAE cohort compared to 1980-81 sample matched by school, sex, and math and reading ITBS scores.

Subject	Grade 7	8	9	10
Reading				
CVAE 157	5.8	6.8	6.[illegible]	7.1
Match	5.8	7.0	7.[illegible]	9.2
Language				
CVAE 157	5.4	7.2	7.4	8.3
Match	5.8	7.5	8.6	8.8
Math				
CVAE 157	6.2	7.0	7.4	8.0
Match	6.2	7.5	8.6	8.4
Composite				
CVAE 157	5.7	6.9	7.1	7.8
Match	5.9	7.7	8.3	8.6
Soc. Studies				
CVAE 157	-	6.2	7.2	7.8
Match	-	7.2	8.[illegible]	8.5
Science				
CVAE 157	-	6.1	6.5	7.6
Match	-	7.1	7.4	7.7
No. of Students				
CVAE	42	43	41	32
Match	35	24	20	15

Table 7. Citizenship: Percent of "excellent" citizenship marks given CVAE students for each of three cohorts for two years prior to program and during the year of the program.

Cohort/Class		Grade 6	Grade 7	Change from Gr.6	Grade 8	Change from Gr.7
1980-81						
Auto	157	37.8	34.3	-	38.0	+
	160	41.1	31.5	-	33.5	+
Cosm	157	24.8	51.6	+	52.0	+
	160	60.4	45.8	-	48.8	+
H&E	152	36.0	40.8	+	42.7	+
1981-82						
Auto	157	37.2	30.0	-	53.8	+
	160	41.6	35.8	-	32.9	-
Cosm	157	52.7	44.1	-	58.5	+
	160	NA	NA	NA	NA	NA
H&E	152	45.0	44.5	-	48.5	+
1982-83						
Auto	157	33.8	35.7	+	31.5	-
	160	44.6	47.5	+	47.6	+
Cosm	157	47.0	41.5	-	35.2	-
	160	57.3	50.0	-	57.0	+
H&E	152	38.1	26.8	-	26.4	-

APPENDIX

Table 1a. Attendance: average percent attendance by school, program and cohort for sixth through eighth grades.

COHORT		ATTENDANCE BY GRADE		
		Sixth	Seventh	Eighth
1980-81				
Auto	160	94.6	92.2	92.0
	157	92.4	90.4	90.0
Average		93.6	91.5	91.3
Cosm.	160	94.6	98.1	91.8
	157	91.5	90.0	91.0
Average		93.1	94.4	91.4
H & C	152	93.2	91.1	89.3
Cohort Average		93.3	92.7	91.0
1981-82				
Auto	160	87.4	90.2	88.7
	157	92.7	91.5	91.7
Average		90.1	90.9	90.2
*Cosm.	157	93.5	91.8	90.8
H & C	152	94.0	94.3	94.7
Cohort Average		92.1	91.9	91.4
1982-83				
Auto	160	97.5	96.1	94.4
	157	33.8	90.3	90.7
Average		92.8	93.3	95.6
Cosm.	160	89.4	91.2	93.7
	157	91.1	90.9	92.0
Average		90.2	91.0	92.7
H & C	152	90.6	89.3	89.5
Cohort Average		91.2	91.3	89.7

* Cosmetology for #160 not available

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TABLE 2a. English: Grade Point Averages for each cohort by program for each of two years prior to eighth grade and for eighth grade (program) year; direction of change from grade six to grade seven, and from grade 7 to grade 8.

Year/Class	GRADE 6	7	Change	8	Change
1980-81					
Auto Mechanics					
157	2.20	1.63	-	1.53	-
160	1.91	1.69	-	1.52	-
Cosmetology					
157	2.50	2.62	+	2.08	-
160	2.43	2.18	-	2.24	+
Home & Community					
152	1.35	1.04	-	1.22	+
Average	2.12	1.89	-	1.77	-
1981-82					
Auto Mechanics					
157	1.90	1.29	-	1.68	+
160	1.58	1.50	-	1.60	+
Cosmetology					
157	2.37	2.04	-	2.19	+
160	NA	NA		NA	
Home & Community					
152	1.79	1.90	+	1.81	-
Average	1.89	2.00	-	2.14	+
1982-83					
Auto Mechanics					
157	1.24	.90	-	1.24	+
160	2.12	1.68	-	2.26	+
Cosmetology					
157	1.76	1.52	-	1.16	-
160	2.45	2.23	-	2.61	+
Home & Community					
152	1.77	1.75	+	1.56	-
Average	1.88	1.63	-	1.78	+

TABLE 3a. Math: Grade Point Averages for each cohort by program for each of two years prior to eighth grade and for eighth grade (program) year; direction of change from grade six to grade seven, and from grade 7 to grade 8.

Year/Class	GRADE 6	7	Change	8	Change
1980-81					
Auto Mechanics					
157	2.00	1.17	-	1.3?	+
160	1.74	1.81	+	1.40	-
Cosmetology					
157	1.92	1.6?	-	1.85	+
160	2.23	2.27	+	2.09	-
Home & Community					
152	1.45	1.55	+	1.61	+
Average	1.89	1.86	-	1.6?	-
1981-82					
Auto Mechanics					
157	2.24	1.33	-	2.09	+
160	1.8?	1.83	0	1.79	-
Cosmetology					
157	1.63	1.57	-	2.22	+
160	NA	NA		NA	
Home & Community					
152	1.83	1.80	-	2.36	+
Average	1.70	1.63	-	2.12	+
1982-83					
Auto Mechanics					
157	1.48	1.75	+	1.43	-
160	1.67	2.56	+	1.81	-
Cosmetology					
157	1.40	1.52	+	1.72	+
160	2.14	2.27	+	2.21	-
Home & Community					
152	1.68	1.58	-	1.84	+
Average	1.73	1.90	+	1.82	-

TABLE 4a. Science: Grade Point Averages for each cohort by program for each of two years prior to eighth grade and for eighth grade (program) year; direction of change from grade six to grade seven, and from grade 7 to grade 8.

Year Class	GRADE 6	7	Change	8	Change
1980-81					
Auto Mechanics					
157	1.80	1.50	-	1.44	-
160	1.91	1.42	-	1.46	+
Cosmetology					
157	2.54	2.31	-	2.08	-
160	2.55	1.79	-	2.09	+
Home & Community					
152	1.50	1.09	-	1.67	+
Average	2.13	1.65	-	1.69	+
1981-82					
Auto Mechanics					
157	2.00	1.33	-	1.71	+
160	2.04	1.25	-	1.50	+
Cosmetology					
157	2.07	1.79	-	1.85	+
160	NA	NA		NA	
Home & Community					
152	1.89	1.45	-	2.00	+
Average	2.01	1.34	-	1.76	+
1982-83					
Auto Mechanics					
157	1.67	1.25	-	1.00	-
160	2.26	1.68	-	2.41	+
Cosmetology					
157	1.80	1.96	+	1.24	-
160	2.59	1.86	-	2.74	+
Home & Community					
152	1.59	1.08	-	1.59	+
Average	1.92	1.59	-	1.83	+

TABLE 5a. Social Studies: Grade Point Averages for each cohort by program for each of two years prior to eighth grade and for eighth grade (program) year; direction of change from grade six to grade seven, and from grade 7 to grade 8.

Year/Class	GRADE 6	7	Change	8	Change
1980-81					
Auto Mechanics					
157	2.53	1.22	-	1.28	+
160	2.09	1.77	-	1.93	+
Cosmetology					
157	3.25	2.00	-	1.89	-
160	2.60	2.03	-	2.33	+
Home & Community					
152	1.35	1.26	-	1.18	-
Average	2.34	1.69	-	1.80	+
1981-82					
Auto Mechanics					
157	2.90	1.14	-	2.14	+
160	2.13	1.42	-	1.49	+
Cosmetology					
157	1.96	1.61	-	2.56	+
160	NA	NA		NA	
Home & Community					
152	1.79	1.60	-	1.65	+
Average	1.22	1.41	+	1.65	+
1982-83					
Auto Mechanics					
157	1.62	1.45	-	1.29	-
160	2.23	1.72	-	1.96	+
Cosmetology					
157	2.16	1.44	-	1.68	+
160	2.55	2.00	-	2.57	+
Home & Community					
152	1.86	1.21	-	1.12	-
Average	2.07	1.58	-	1.78	+

TABLE 6a. PRINCIPAL COMMENTS ON THE CVAE PROGRAM

J. R. Elder: Mary Kirby, Principal

Strengths:
- Produces good self-concept.
- Encourages school attendance.
- Improves progress in other academic areas.
- Small Class size allows teacher opportunity to know and be able to counsel students which improves behavior.
- Encourages students to continue to high school.
- Skills attained would be helpful to anyone.

Weaknesses:
- It cannot be offered to all students.
- Two planning periods are not needed by all CVAE programs.
- Programs are not available in ninth grade.
- Miss PE and/or Science.

Rosemont: Earl Conrad, Principal

Strengths:
- Gives students an opportunity to succeed.
- Develops useful life skills.
- Allows students to associate with faculty members on a different level.
- Students are in a position to receive positive reactions from faculty members and other adults. These students have not been in that position often.
- Excellent public relations tool with the public.
- Help to develop good self-concepts.
- It provides for on-the-job experiences.
- Will develop personal relationship.
- Develops interpersonal skills that will be needed on the job.

Weaknesses:
- Participation is too limited.
- Students who are in the CVAE program and also have to take reading must drop Science. This could be a problem.

Forest Oak: Raymond Wright, Principal

Strengths:
- A student who is not academically inclined can learn by doing.
- Students develop an awareness of opportunities and skills.
- We have two outstanding teachers.
- The program serves as a motivator.
- It enhances positive self-concept.
- Students develop interpersonal skills that will be needed for a job.

Weaknesses:
- The program is not continued in the ninth grade.
- The program is not open to high achievers.